DOCUMENT RESUME

ED 481 457 HE 036 246

TITLE	Challenge To Lead in Challenging Times. 2003 Annual Report.
INSTITUTION	Southern Regional Education Board, Atlanta, GA.
PUB DATE	2003-00-00
NOTE	29p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Annual Reports; *Educational Objectives; Educational Policy; Elementary Secondary Education; *Higher Education; *Interstate Programs; Organizational Objectives; Program Descriptions
IDENTIFIERS	*Southern Regional Education Board

ABSTRACT

The Southern Regional Education Board (SREB) is the first interstate compact for education in the United States. This annual report describes the foundation and activities of the SREB, which deals with education at all levels, from prekindergarten through college. SREB maintains an extensive database about education in all 16 member states. Staff members respond to requests for information, and SREB produces a range of publications, including its annual "SREB Fact Book on Higher Education." The report contains information on: (1) SREB education goals; (2) policies; (3) state services; (4) the High Schools That Work program; (5) two technology initiatives; (6) the SREB Doctoral Scholars Program; (8) leadership initiatives; (9) the Regional Contract Program and the Academic Common Market; and (10) the Council on Collegiate Education for Nursing. Members of the SREB Board and staff members are listed. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 481 457

SREB

BEST COPY AVAILABLE

2

Southern Regional Education Board

RE038246

2003 Annual Report

Challenge to Lead in Challenging Times

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. A. Sullivan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

SREB gratefully acknowledges support from these sources:

Alfred P. Sloan Foundation

Carnegie Foundation of New York

Charles Stewart Mott Foundation

Coca-Cola Foundation

Edna McConnell Clark Foundation

Fund for the Improvement of Postsecondary Education, U.S. Department of Education

Georgia Department of Education

The Goldman Sachs Foundation

IBM

Joseph B. Whitehead Foundation

Lamar Plunkett Family

National Institutes of Health

National Science Foundation

Project Lead The Way

SouthEastern Regional Vision for Education

The Philadelphia Foundation — Wright-Hayre Fund

The Stranahan Foundation

U.S. Department of Education

Wallace-Reader's Digest Funds

About SREB

The Southern Regional Education Board is America's first interstate compact for education. SREB was created to provide specific services to member states, to create ways to share resources, and to enable states to achieve together educational programs and improvements that would be impossible or financially impractical for a single state.

Among SREB's programs:

- The Regional Contract Program: the first such program to share graduate programs for health professionals among states.
- The SREB State Data Exchange and the *SREB Fact Book on Higher Education:* the longest-standing and most timely interstate higher education data reports in the nation.
- SREB Legislative Work Conference: the first annual forum for legislators on education issues facing states. The 2003 meeting marks the 52nd Legislative Work Conference.
- *High Schools That Work:* now in more than half the nation's states, the largest school improvement network in America.
- Educational Technology Cooperative: the largest and most productive educational technology collaborative of state K-12 and postsecondary education agencies in the United States.
- The *Electronic Campus:* the nation's most comprehensive distance-learning marketplace, with more than 300 colleges and universities offering 8,000 courses and 325 degree programs.
- The Institute on Teaching and Mentoring: the nation's largest gathering of minority doctoral students, with the 10th and largest-yet Institute scheduled for 2003.
- The *HSTW* Staff Development Conference: America's largest annual staff development program, serving 6,000 high school and middle grades staff.
- The Council on Collegiate Education for Nursing: the nation's only regional council on collegiate nursing education, with more than 500 colleges served.

Created in 1948 by Southern states, the Southern Regional Education Board helps government and education leaders work cooperatively to advance education and, in doing so, to improve the social and economic life of the region. SREB works to avoid fads and instead pursues longer-term solutions that are more likely to produce lasting effects. SREB helps state leaders build visions for education in their states and shares its analyses of state actions with government and education leaders in order to help them prepare for issues that lie ahead.

SREB now deals with education at all levels, from prekindergarten through colleges and universities. Top policy-makers in the region have set Goals for Education that are monitored and reported on regularly by SREB. These SREB Goals challenge schools and colleges and universities to pursue excellence. They also challenge state leaders to provide support and oversight.

SREB provides a wealth of information. It maintains an extensive database about education in all 16 SREB states. Staff members respond daily to requests from governors, legislators, educators and the news media. SREB-sponsored meetings enable policy-makers and educators to share information within their states and across state lines. SREB publications range from the short and timely *Legislative Reports* to the 232-page *SREB Fact Book on Higher Education,* which is updated regularly online.

SREB's 16 member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. SREB is governed by a board that consists of the governor of each member state and four other individuals from the state, at least one of whom must be a state legislator and at least one an educator. All appointments are made by the governors for four-year staggered terms.

SREB is supported by appropriations from its member states and by funds from foundations, businesses, and state and federal grants and contracts.

Message from the Chairman

Governor Ronnie Musgrove

Ronnie Musgrove, *Mississippi's 62nd governor, is chairman of the Southern Regional Education Board and believes passionately in education. As a two-term state senator in Mississippi, he chaired the Education Committee. As lieutenant governor, he was chairman of the National Conference of Lieutenant Governors in 1998. In addition to chairing SREB, he heads the Southern States Energy Board and the Southern Growth Policies Board*

Education first. Put education first, and SREB states can lead the nation in educational progress.

That our states can lead the nation is more than the opening statement from SREB's *Goals for Education: Challenge to Lead.* It is a realistic target.

Look at our recent experience in Mississippi. We began the year with a feature article in The New York Times about our success in placing an Internet-accessible computer in every public school classroom. We were the first state in the nation to reach this goal. In the process, we achieved another first, I believe, because students in schools across the state literally built hundreds of these computers.

Like other states, Mississippi is experiencing budget problems as a result of the national recession. In my State of the State address in January, I challenged our legislators to invest in education first. As a result, we passed our education budget as our first order of business, and we were the first state in America to pass its education budget. When I signed the historic budget bills in February, I commented that, while other states were cutting education, we had taken the bold step of putting our children and our future first. We know that good schools attract good jobs, which build good communities.

This is true for all 16 of our SREB states. But putting education first is not easy now — and has not been easy when our states have led the nation in poverty rates and trailed in jobs and income. We are tackling generation-sized problems.

With prodding by SREB and hard work at home, we can see and feel the progress even while we face nagging problems. More than 40 years ago, the first SREB goals commission challenged Southern leaders to "cast away forever the traditional double standard" that caused the South to set lower expectations for itself. The South, SREB said then, must be "measured against the same criteria of excellence which are applied everywhere."

In 1988, SREB adopted tough goals to point the way to the national education goals. SREB reports pointed the way to the goal of "closing the gaps" in today's No Child Left Behind Act. Last year, SREB updated the 1988 goals and challenged the region to lead the nation.

Lead the nation we will. SREB's Goals are broad — extending from before grade school to after college. They are demanding. SREB states cannot lead the nation simply by wishing. Educational progress takes work.

SREB will continue to report and celebrate our successes. It also will continue to point out when our states fall short.

SREB will do more than measure and comment. It will continue to pioneer new technology, to offer demonstration programs such as *High Schools That Work*, and to help our states multiply resources while dividing costs through proven programs such as the Academic Common Market. It will continue to offer unbiased information about our states. It will always be someone to ask for help when our states have problems, and it will be available when states want to talk about such common issues as closing achievement gaps.

Education is the foundation for everything else we do — from economic development to health care. We're facing some different challenges today, but the basic questions behind those challenges are the same questions we've been dealing with for generations.

Education first. That is the key. As individual states, we are doing great things in education. As a region, we're poised to do greater things.

Message from the President

Mark Musick

__Mark Musick__ is president of the Southern Regional Education Board, an organization he has served for more than 25 years. He came to SREB from Virginia, where he served in the governor's office and with the Virginia Community College System and the State Council of Higher Education for Virginia.

Now — especially now, with very difficult budgets — it is important that SREB states stay focused on where we want to go. The South must not abandon the things that have made such a difference in the long but unfinished climb from national problem to national leader.

The budget realities facing the states cannot be sugar-coated. The problems are more difficult than we have seen in a long time. Newspapers around the South are filled with stories of real cuts, and education is no longer being exempted. To save money, school districts are canceling summer schools and some of the extra help for children who fail promotion tests — at the same time that new promotion standards will hold more children back. Universities are announcing that some students may not be able to graduate next year because required courses won't be taught.

Yet we know that education is the only long-term solution to the economic challenges we face. There are plenty of people in the world who will work cheaper. America needs — the South needs — an educated work force that is much more productive than the competition.

The South has made remarkable progress. SREB states have taken the lead in setting goals and measuring results. Last year, SREB called on the South to reach even higher. (See the Goals section of this report.) The list of SREB Goals is more than can be accomplished this year or next. People facing real budget problems worry about keeping what they have, not about doing more. Yet the South must remember where it is headed.

As Governor Musgrove points out, SREB will help. But the real action takes place in our states. It is policy-makers — particularly governors and legislators — who must set the direction and the spending. It is schools, universities, and community and technical colleges that must provide the education that people need.

SREB states have a long history of working together, of sharing resources and ideas. This report shows some of what the 16 states have built. Cooperation that enables states to divide costs while multiplying services to their residents is especially important when budgets are tight. Working together, especially when times are tough, is how SREB states will lead the nation.

GOALS

Lynn Cornett, senior vice president: lynn.cornett@sreb.org
Tom Bradbury, vice president for communications: tom.bradbury@sreb.org
Joan Lord, director, education policies: joan.lord@sreb.org
Heather Andrews, research assistant: heather.andrews@sreb.org

The Southern Regional Education Board was the first education organization in the nation to stress that states not only should set goals for education but also should measure progress toward those goals by making comparisons and monitoring trends.

During the 1990s, the SREB series of biennial publications and *Educational Benchmarks 2000* summarized how the 16 SREB states fared in working toward 12 goals established in 1988.

Now, the SREB Goals for the 21st century make a dramatic statement:

"SREB states can lead the nation in educational progress."

That bold statement and the accompanying goals have several themes. Students at every level need to be ready for learning — ready to learn in first grade, ready for the middle grades and high school, and ready for college and the workplace. Achievement gaps need to be closed. Schools and colleges need to be ready for students. States need to provide leadership through one system of quality schools and colleges and universities for all the South's citizens.

Staff have traveled to member states for state-customized SREB Goals presentations. In the coming years, SREB will continue to report on each state's progress toward these goals: on young children's readiness for school; on student achievement; on the quality of education provided by community colleges, four-year colleges and universities; on state leadership in ensuring that every student has effective teachers and that every school has effective leaders; on accountability for schools, colleges and universities; and on the funding priority for education in state budgets.

Publications:

Goals for Education: Challenge to Lead (2002)

Goals for Education

1. All children are ready for the first grade.
2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.
3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.
4. All young adults have a high school diploma — or, if not, pass the GED tests.
5. All recent high school graduates have solid academic preparation and are ready for postsecondary education and a career.
6. Adults who are not high school graduates participate in literacy and job-skills training and further education.
7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.
8. Every school has higher student performance and meets state academic standards for all students each year.
9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.
10. Every student is taught by qualified teachers.
11. The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.
12. The state places a high priority on an education *system* of schools, colleges and universities that is accountable.

Educational Policies

Education Data Services

Joe Marks, director: joe.marks@sreb.org
Marie Loverde, research assistant: marie.loverde@sreb.org

The ***SREB Fact Book on Higher Education,*** which dates back to 1956, is a biennial statistical reference that includes more than 75 tables and policy information about the SREB region, each SREB state and the United States. Featured Facts publications for each SREB state are also compiled from this information. An interactive, online edition of the *Fact Book* takes readers to regularly updated data. *Fact Book Bulletins* are issued throughout the year.
(www.sreb.org/main/EdData/FactBook/factbookindex.asp)

Since 1970 the **SREB-State Data Exchange** has brought together the higher education governing and coordinating boards in SREB states. Agencies' staff members meet annually to review results and plan initiatives. This program collects, compiles and publishes current-year statistics on postsecondary education in the SREB states. Its most recent annual report was the most comprehensive ever.
(www.sreb.org/main/EdData/DataExch/dataexchindex.asp)

In 1991 SREB established the **SREB Data Library,** the first online data center created by a regional education compact. The library provides a wealth of state-by-state information about elementary and secondary education, colleges and universities, and significant trends that affect education at all levels. It contains all of the databases used for the *SREB Fact Book on Higher Education,* the *Goals for Education* reports and the SREB-State Data Exchange as well as databases on health professions education. These databases are updated regularly.
(www.sreb.org/main/EdData/DataLibrary/datalibindex.asp)

Publications:

SREB Fact Book on Higher Education (2003)

Featured Facts (state-by-state reports from the *SREB Fact Book)*

Fact Book Bulletins:

Turning Freshmen Into Sophomores is Key to College Students' Success (2003)

Tracking Public Funding for Higher Education More Vital as State Budgets Become Strained (2002)

School Readiness, Reading and Health Affairs

David Denton, director: david.denton@sreb.org

Through meetings and reports, SREB addresses issues related to preparing young children for success in school, teaching all children to read by the end of third grade and assisting students who are struggling to meet grade-level standards. SREB also deals with child health issues, such as immunization rates, and with health professions education, especially the need for more attention to the needs of older adults.
(www.sreb.org/programs/srr/schoolreadiness/schoolindex.asp)

Publications:

State-Supported Prekindergarten in the SREB Region: Growing Even in Hard Times (2003)

Reading First: Lessons from Successful State Reading Initiatives (2003)

Summer School and Summer Learning 2002: Progress and Challenges (2002)

Summer School: Unfulfilled Promise (2002)

Focus on Quality: Prekindergarten Programs in SREB States (2002)

Quality Teachers

Lynn Cornett, senior vice president: lynn.cornett@sreb.org
Gale Gaines, director, legislative services: gale.gaines@sreb.org

"Every student is taught by qualified teachers." This goal carries on a theme that SREB noted in 1981: Preparing teachers is the number one topic that schools and colleges need to address together. SREB's work on ensuring a qualified teacher deals not only with preparing new teachers. It also involves calling for better data about supply, demand and quality of teachers; licensure focused on performance; and professional development that helps teachers improve student achievement. Qualified teachers are especially needed in low-performing schools. Hiring and assignment policies and salaries and benefits should be competitive in the marketplace. Incentives should be aimed at getting the most-qualified teacher in every classroom. (www.sreb.org/main/HigherEd/leadership/leadershipindex.asp)

Publications:

Focus on an Untapped Classroom Resource: Helping Paraprofessionals Become Teachers (2003)

Spinning Our Wheels: Minority Teacher Supply in SREB States (2003)

Focus on Teacher Salaries in the SREB States: The Latest on Average Salaries, Salary Goals and Other Actions (2003)

SREB States Continue to Lead the Nation in National Board Certified Teachers (2003)

Quality Teachers: Can Incentive Policies Make a Difference? (2002)

Performance Pay for Teachers: What Works and What Doesn't? (2002)

Beyond Salaries: Employee Benefits for Teachers in the SREB States (2001)

Student Achievement and College Readiness

Joan Lord, director: joan.lord@sreb.org
Heather Andrews, research assistant: heather.andrews@sreb.org

College Readiness Policy Connections, launched in spring 2001 with funds from the U.S. Department of Education, helps states focus on aligning their policies to support student readiness for college. The program focuses on six policy areas: curriculum and standards; assessment and accountability; educational support systems; qualified professional staff; community and parental partnerships; and facilities/equipment/instructional materials. It was begun with a focus on three states — Georgia, Texas and West Virginia. Particular emphases in these states have included parent and community involvement, mathematics and science achievement, merit-based scholarship programs and the eighth-to-ninth grade transition to prepare more students for high school and college.

Publications:

Information Brief: ACT and SAT Scores (2003)

ACT/SAT Scores in the South: The Challenge to Lead (2003)

Focus on the GED: Who Takes It and Why? (2002)

High School to College and Careers: Aligning State Policies (2002)

Higher Education Studies, Reports and Surveys in the SREB States (2002)

Student Readiness for College: Connecting State Policies (2002)

Raising the Bar: States' Progress in Advanced Placement and International Baccalaureate (Summer 2003)

Distance Learning Policy Laboratory

James Mingle, director: james.mingle@sreb.org

SREB's **Distance Learning Policy Laboratory** (DLPL) was established in 1999 as a forum for addressing and promoting solutions to a number of policy barriers facing distance learners. Aided by a three year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education and a supplemental grant from the Stranahan Foundation, seven reports were published. Each report detailed a policy problem in distance learning; provided in-depth background information and analysis of the problem; and concluded with a set of recommendations targeting specific actions by states, colleges and universities, and SREB.

A capstone report — *Technology Can Extend Access to Postsecondary Education: An Action Agenda for the South* — outlines and defines an aggressive agenda that includes four overarching objectives:

- Extend citizen and student access to infrastructure, programs, services and training.
- Take advantage of regional resources that can be shared.
- Use state and institutional financing policies to more effectively support distance learning.
- Provide more and better information for quality improvement and accountability.

Six initiatives are being planned as the next steps in the work of the Distance Learning Policy Laboratory in the coming year:

- Establishing a teacher portal embedded within the broader Ways In initiative.
- Developing a Regional Consortium for Nurse Educators (master's and doctoral on-line degree programs and services provided through the Ways In initiative).
- Using the *Electronic Campus* to respond to the urgent needs to increase capacity in higher education in colleges and universities in SREB states.
- Using technology to expand the reach and effectiveness of adult education.
- Creating a plan and developing a pilot project for the "degree completer institution" concept.
- Planning a regional financial aid clearinghouse through the Ways In initiative.

(www.electroniccampus.org/policylab/index.asp)

Publications:

Technology Can Extend Access to Postsecondary Education: An Action Agenda for the South (2002)

Reports in the Distance Learning Policy Laboratory series:

Distance Learning and the Transfer of Academic Credit (2002)

Anytime, Anyplace Services for the 21st Century Student (2002)

Creating Financial Aid Programs That Work for Distance Learners (2002)

Using Finance Policy to Reduce Barriers to Distance Learning (2002)

The Challenges of Quality Assurance in a Distance Learning Environment (2001)

Empowering Faculty to Utilize Technology (2001)

Universal Access to Technology and Support (2001)

State Services

Jim Watts, vice president: jim.watts@sreb.org
Gale Gaines, director, legislative services: gale.gaines@sreb.org

Serving member states is the intent of all SREB programs. State services are at the heart of everything that SREB does best.

Staff members in State Services often are SREB's initial link to executive and legislative officials and staff in the 16 SREB states. Staff members respond to questions with timely, concise, accurate information, and they prepare reports on pressing issues.

SREB is known for its commitment to helping policy-makers accurately analyze trends and issues as they arise. Reports have addressed such subjects as teacher salaries, employee benefits, school accountability, policies allowing retired teachers to return to teaching, and scholarship programs that help paraprofessionals become certified teachers.

The annual series of *Legislative Reports* follows the events in the 16 SREB legislatures, beginning with governors' legislative and budget proposals and ending with final legislative actions. The final report of the series each year, the *Legislative Briefing*, is a topical summary of final legislative and budget actions. These reports are shared with officials throughout the SREB region and are available on the SREB Web site.
(www.sreb.org/main/LegAction/legactionindex.asp)

State Services staff members work closely with the SREB Legislative Advisory Council, which is composed of state senators, representatives and delegates from all SREB states. The staff members regularly make presentations to legislative and educational groups and also coordinate the annual Legislative Work Conference, and meetings of the Legislative Advisory Council and legislative and executive staff.

Other meetings and efforts respond to continuing and emerging issues. One priority is accountability for schools and colleges. This year, state testing officials met to discuss standard-setting and end-of-course testing. SREB states are working together to develop end-of-course algebra exams and professional development for math teachers and administrators. These activities exemplify interstate sharing, a cornerstone of what SREB is all about.

Publications:

2003 Legislative Report series

Legislative Briefing

Focus on Teacher Salaries: The Latest on Salary Averages, Salary Goals and Other Actions (2003)

Focus on an Untapped Classroom Resource: Helping Paraprofessionals Become Teachers (2003)

State Notes (published annually)

High Schools That Work

High Schools That Work

Gene Bottoms, senior vice president: gene.bottoms@sreb.org

High Schools That Work is the nation's largest effort to combine challenging academic courses and modern career/technical studies to improve student achievement. More than 1,100 high school sites in 27 states (including all 16 SREB states) are involved in *HSTW*. The American Institutes for Research selected *HSTW* in 1999 as the nation's only initiative to reform high schools that shows "strong evidence" of raising student performance.

In 2003, *HSTW* assessed 16,000 seniors with reading, mathematics and science exams referenced to the National Assessment of Educational Progress and asked more than 5,000 high school teachers about their perceptions of the schools' efforts to improve students' academic and technical achievement.

HSTW hosts an annual Staff Development Conference for more than 6,000 high school and middle grades administrators, academic and career/technical teachers, and counselors. *HSTW* also held 11 national workshops for 2,800 educators. In most cases, the representative on the *HSTW* board is the state director of career/technical education. The *HSTW* board and SREB work together to plan, coordinate and monitor the *HSTW* initiative.

HSTW is supported primarily by the Wallace-Reader's Digest Funds, by member states' fees, and by income from staff development and other services. (www.sreb.org/programs/hstw/hstwindex.asp)

Publications:

Case Study: POLYTECH High School, Woodside, Delaware (2003)

Case Study: Sussex Technical High School, Georgetown, Delaware (2003)

Benchmarks for New and Maturing HSTW Sites (2002-2003)

Funding Career/Technical Education: An Analysis of State Approaches and Funding Levels for Career/Technical Education in HSTW States (2002)

Fall Update: Quality Professional Development (2002)

HSTW Brochure: High Schools That Work: An Evidence-based Design for Improving the Nation's Schools and Raising Student Achievement (2002)

Research Brief: Effects of High Schools That Work Practices on Student Achievement (2002)

Outstanding Practices: Opening Doors to the Future: Preparing Low-achieving Middle Grades Students to Succeed in High School (2002)

Successful Transitions: Urban Middle Grades to High School Transition Initiative

Betty Jo Jordan, director: bettyjo.jordan@sreb.org

The goal of this initiative is to help more urban students successfully make the critical transition from the middle grades to high school. With support from The Goldman Sachs Foundation, SREB is working with 24 clusters of middle grades and high schools — with the focus on the pivotal ninth grade.

This year *HSTW* performed a baseline assessment of eighth-grade students and conducted surveys of middle grades teachers and ninth-grade students in 13 clusters. Technical assistance visits and site development workshops followed the assessment to help all 13 clusters develop comprehensive transition plans. More than 600 participants attended the national workshop "Meeting the Challenge of Transitions."

Publications:

Site Development Guide: Using a Support Class: An Effective Way to Provide Extra Help (Summer 2003)

Making Middle Grades Work

Kathleen Carpenter, director: kathleen.carpenter@sreb.org
Sondra Cooney, special consultant: sondra.cooney@sreb.org

Making Middle Grades Work began in 1997 with a two-year grant from the Edna McConnell Clark Foundation to assess middle grades education in the 16 SREB states. A second grant from the foundation helped SREB launch a network of 46 middle grades schools in 13 states. A third grant supports expansion into 150 sites in 10 additional states in the next two years. Forty-six sites were added in 2002.

Topics at the annual Making Middle Grades Work fall workshop included uses of data, differentiated instruction, reading and writing across the curriculum, essential standards, and whole-faculty study groups. The Making Middle Grades Work Consortium Board, which meets twice a year, collaborates with SREB to plan, coordinate and monitor the program. (www.sreb.org/programs/MiddleGrades/MiddleGradesindex.asp)

Publications:

Improving the Middle Grades: Actions That Can Be Taken Now (2003)

Making Middle Grades Work Technical Assistance Guide for Site Coordinators (2002)

Research Brief: Middle Grades to High School: Mending A Weak Link (2002)

Making Middle Grades Work: Technical Assistance Guide for Team Members and Leaders (2002)

A Highly Qualified Teacher in Every Middle Grades Classroom: What States, Districts and Schools Can Do (2002)

Urban Network of *High Schools That Work* Sites

Betty Jo Jordan, director: bettyjo.jordan@sreb.org

SREB has established a network of 93 schools in 10 urban districts. SREB works with these schools and district office leaders to align policies, resources and district initiatives in order to improve curricula, instruction and student achievement in urban high schools.

At least one high school in each district (the pacesetter school) will implement the entire *HSTW* design. A consultant works with superintendents to help school districts align their policies, resources and initiatives with the *HSTW* goals and key practices. A leadership initiative will help district and school leaders increase their skills to improve curricula, instruction and student achievement. More than 130 teachers and administrators participated in the national workshop "Closing the Literacy Achievement Gap in Urban High Schools."

The Urban Council convenes each May to review progress and to plan additional strategies for the network. A special forum with urban superintendents is also conducted to focus on critical issues in urban districts and high schools.

The Charles Stewart Mott Foundation, the Carnegie Foundation and the Joseph B. Whitehead Foundation fund the Urban Network. Programs in three school districts — Little Rock, Arkansas; DeKalb County, Georgia; and Jackson, Mississippi — are also funded through contracted services. (www.sreb.org/programs/hstw/specialnetworks/urban/urbanindex.asp)

Publications:

Research Brief: 2002 High Schools That Work Assessment. Progress in Improving Urban High Schools (Fall 2003)

Project Lead The Way

Carolyn Helm, director: carolyn.helm@sreb.org

Project Lead The Way is a pre-engineering program to improve the academic and technical achievement of students in the middle grades and high schools by developing meaningful and challenging curriculum materials, building support from counselors and faculty, helping to reduce the cost of materials and equipment, and providing college-credit opportunities for students.

During the 2003-2004 school year, 184 schools in 14 SREB states will offer PLTW courses to their students. The University of South Carolina, the University of Houston and the University of South Florida are the training affiliates in SREB states. This involvement ranges from recruiting quality students, especially more minority and female students, to offering college credit for engineering courses to high school students. The universities also provide professional development for high school teachers through two weeks of summer training for each new PLTW course taught in the fall.

The Project Lead The Way organization provided $450,000 over three years to make the program available to schools in the *HSTW* network. The organization will continue to fund this project with an additional $500,000 over the next three years.
(www.sreb.org/programs/hstw/specialnetworks/pltw/pltw-index.asp)

Publications:

HSTW Presents a Pre-engineering Program of Study (2002)

Site Development Guide: Developing a Pre-engineering Academy That Implements the High Schools That Work Design (Fall 2003)

High Schools That Work Comprehensive School Reform Network

Scott Warren, director: scott.warren@sreb.org

The Comprehensive School Reform Network includes 102 high schools in 35 states and the District of Columbia that have received federal comprehensive school reform grants to adopt *High Schools That Work* as a whole-school reform initiative. These schools have contracted with SREB to receive special assistance to help them implement the *HSTW* design.

Schools that are completing the third year of the grant report gains on state and/or national assessments and an improved climate for achievement. Schools with stable leadership and a focus on raised expectations showed the greatest gains.

SREB has held three national academies using a train-the-trainer model, and all schools received customized staff development and coaching visits that focused on improving instruction.
(www.sreb.org/programs/hstw/specialnetworks/csr/CSR.asp)

Publications:

Research Brief: Improving Schools Make More Progress in Implementing the Design (Summer 2003)

Developing Effective Teams to Implement the High Schools That Work Design (Fall 2003)

Site Development Guide: Student Scheduling and the Course-selection Process (Fall 2003)

Making Schools Work

Caro Feagin, director: caro.feagin@sreb.org

Making Schools Work brings together clusters of high schools and their feeder middle grades in 13 SREB states to raise student achievement in rural areas. Its primary goals are to smooth the transition between the middle grades and high school and to increase the percentages of eighth- and 12th-graders who achieve at the proficient level on exams that are referenced to the National Assessment of Educational Progress. The proficient level indicates that eighth-graders have skills needed to be successful in rigorous high school studies and that 12th-graders have important skills needed for post-secondary education and to learn in a career-track job.

Each year, Making Schools Work offers a set of ongoing services that includes on-site technical assistance, coaching and professional development — all aligned to the schools' improvement plans.

In addition to national workshops and curriculum institutes, Making Schools Work uses online technology to provide professional development. One example is Reading and Writing for Learning, a Web-based course that prepares teachers to advance student achievement in academic and career/technical courses by infusing reading and writing strategies throughout the curriculum.

SREB has a grant from the Office of Educational Research and Improvement of the U.S. Department of Education to develop, implement and evaluate the initiative. (www.sreb.org/programs/msw/mswindex.asp)

Publications:

Research Brief: Factors Affecting Mathematics Achievement for Students in Rural Schools (2003)

Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six to 12 (2003)

Establishing Benchmarks For Making Schools Work High Schools (2002-2003)

Establishing Benchmarks of Progress for Middle Grades Sites (2002)

Research Brief: Improving Achievement is about Focus and Completing the Right Courses (2002)

Research Brief: Guidance and Advisement: Influences on Students' Motivation and Course-taking Choices (2002)

Academic Achievement in Middle Grades: What Does Research Tell Us? (2002)

Getting Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do (2002)

Getting Ready for College-preparatory English/Language Arts: What Middle Grades Students Need to Know and Be Able to Do (Summer 2003)

Getting Ready for College-preparatory Science: What Middle Grades Students Need to Know and Be Able to Do (Fall 2003)

TECHNOLOGY

Educational Technology Cooperative

William R. "Bill" Thomas, director: bthomas@sreb.org
JB Mathews, senior technology policy adviser: jbmathews@sreb.org
Dianne Griffin, staff associate, dianne.griffin@sreb.org
June Weis, research assistant, june.weis@sreb.org

The **Educational Technology Cooperative**, now in its ninth year, brings together state K-12 and postsecondary coordinating and governing boards from the 16 SREB states to address issues related to the use of technology in education. More than three dozen state agencies participate in the Educational Technology Cooperative.
(www.sreb.org/programs/EdTech/edtechindex.asp)

The **American TelEdCommunications Alliance (ATAlliance)** links education and telecommunications to provide schools, colleges, state agencies, libraries and other nonprofit groups with benefits in telecommunications services. It provides low-cost access to telecommunications products and services and helps guide technology policy and standards in ways that benefit the nonprofit sector. The latest ATAlliance contracts for online course management software were initiated by SREB. The ATAlliance was formed by the Southern Regional Education Board, the other three regional educational compacts and a national nonprofit telecommunications organization (MiCTA).

EvaluTech is a free, searchable database on the Internet that contains more than 8,000 reviews of instructional materials recommended for classroom use in kindergarten through grade 12. *EvaluTech* provides easy access to a wealth of materials that meet the instructional needs of teachers. There are links to SREB states' instructional resources; connections to other organizations that evaluate instructional materials; information about accessibility and research-based programs; and materials and Web sites.
(www.evalutech.sreb.org/search/index.asp)

Online Professional Development is a new initiative of the SREB Educational Technology Cooperative. It brings together SREB state departments of education to train staff to develop and provide online professional development and to share course content among participating states. The need for high-quality professional development is greater today than ever. Online instruction has proven to be effective, and it can reach teachers regardless of where they live or teach.

State Virtual Schools is an important emphasis for the SREB Educational Technology Cooperative. With in-person meetings and electronic information sharing, the cooperative members focus on funding and quality issues and what states need to consider when starting virtual schools.

The SREB Web page **Statewide Educational Networks in SREB States** provides state-by-state information on 86 networks (increased from 59 a year ago) that provide the highways for data, voice and video applications shared within states. (www.sreb.org/programs/EdTech/survey/startpage.asp)

SREB's **Spotlight on Algebra**, a Web-based professional development course for mathematics teachers, provides states with a quality example of online professional development. It is available for schools and colleges in the SREB states. (www.sreb.org/programs/EdTech/Spotlight/spotlightindex.asp)

SREB is one of five organizations in the **SouthEast Initiatives for Regional Technology in Education Consortium (SEIR*TEC)**. This federally funded initiative helps state departments of education and school districts plan uses of technology, write proposals, share information and review educational technology policies that affect K-12 education. SREB's primary role is sharing information about state educational technology policies and opportunities for cooperation among states.

Publications:

Essential Principles of High-Quality Online Teaching: Guidelines for Evaluating K-12 Online Teachers (2003)

Status of Online Testing in SREB States (2003)

Virtual Learning and Charter Schools: Issues and Potential Impact (2002)

Funding Web-based Courses for K-12 Students to Meet State Educational Goals (2002)

Electronic Campus

Bruce Chaloux, director: bruce.chaloux@sreb.org
Mary Larson, coordinator of program services: mary.larson@sreb.org

As the South's "electronic marketplace" for distance learning courses, programs and services, SREB's ***Electronic Campus*** provides more than 300 colleges and universities the opportunity to make available online learning opportunities for "e-learners" from around the world. Celebrating its fifth anniversary in 2003, the *Electronic Campus* offers access to 8,000 credit courses and 325 degree programs from both public and private colleges and universities representing all SREB states.

More students are able to access and afford these learning opportunities through SREB's efforts to establish "electronic tuition rates" — tuition rates that operate without regard to where students live since all are taking the course electronically. Some 20 percent of the current offerings charge e-rates. The Academic Common Market/*Electronic Campus* program, now in its second full year, makes available more than 20 complete online degree programs at in-state rates. (www.electroniccampus.org)

Ways In Mentor is a new regional "learning network" for the South that will establish America's first fully integrated online "portal" focused on the needs of e-learners and adult learners. It is designed to build on the *Electronic Campus* to provide a set of regional-level services and connectivity across the 16 states and their colleges and universities. The launch of Ways In Mentor is expected in 2003.

SREB staff members have worked during the past two years to refine Ways In Mentor, which will help e-learners and adult learners find courses and degrees and secure career information and guidance. It will assist them in finding financial assistance. And it will remove the red tape often associated with admission and registration that frustrates many adult learners.

Ways In Mentor will take advantage of existing state networks, called Mentor™ systems, currently in place in 10 of the 16 SREB states (with discussions under way in others). It will create a large, transparent network that extends services to distance learners across state lines.

Mentor systems, developed by the Xap Corporation, are available in a growing number of states in the United States. While existing Mentor systems have focused on traditional students and their parents, Ways In Mentor will add a new dimension by focusing on the needs of adult students and e-learners. The services are ones that will make access to distance learning easier for nontraditional students who cannot attend courses on traditional campuses.

In addition, Ways In Mentor will serve as the home for two priority projects at SREB:

- An "educator portal" will support the needs of states and schools for quality teachers by providing access to high-quality learning experiences and support services that are shared across the region and by all SREB states.
- A "nursing education portal" will use the unique services of Ways In Mentor to address critical nursing shortages. There is a particular shortage of qualified nursing faculty holding graduate degrees.

These are the first of many specialty portals that can use technology through Ways In Mentor to meet the needs of SREB states and the continuing educational needs of adults.

Publications:

Technology Can Extend Access to Postsecondary Education: An Action Agenda for the South (2002)

SREB-State Doctoral Scholars Program

Ansley Abraham, director: ansley.abraham@sreb.org
Robert Belle, director of the SREB-AGEP Doctoral Scholars Program: bob.belle@sreb.org
Debra Garmon, assistant director for doctoral scholar services: debra.garmon@sreb.org
Walt Jacobs, consultant: walt.jacobs@sreb.org

Colleges and universities throughout the South and across America have recognized the need to diversify their faculties to serve increasingly diverse student populations. The **SREB-State Doctoral Scholars Program** — which is represented on more than 75 campuses — has become an important resource for efforts to increase the region's faculty diversity.

The Southern Regional Education Board formed the Doctoral Scholars Program in 1993 in response to the lack of faculty diversity. Now in its 10th year, the program is supported by over half of the SREB states. Designed to be "more than a check and a handshake," the Doctoral Scholars Program follows a simple approach: identify minority graduate students who are committed to careers in academia; provide them with intensive support as they pursue Ph.D.s; and help them secure faculty positions.

In 2002, the National Science Foundation awarded SREB a five-year, $1.6 million grant to provide services from the SREB-State Doctoral Scholars Program to more than 240 minority graduate students in the **NSF Alliance for Graduate Education and the Professoriate (AGEP)** program.

The program's "strong support = staying power" philosophy is working. Its retention and graduation rate is almost 90 percent; nationwide, only about 37 percent of minority doctoral scholars eventually earn their Ph.D.s. More than 460 minority scholars have received support from the Doctoral Scholars Program; by the end of 2003, nearly 200 will have earned Ph.D.s. Some 70 percent of the program's graduates have found jobs as faculty, postdoctoral researchers or administrators at colleges and universities. Another 230 scholars are in the SREB pipeline, and new students are accepted each year.

More than 600 scholars, faculty and guests attended the ninth annual Institute on Teaching and Mentoring, which was held in Arlington, Va., in fall 2002. The institute is sponsored by the **Compact for Faculty Diversity**, which unites the doctoral scholars programs of the Southern Regional Education Board and the New England Board of Higher Education. The institute also serves scholars and faculty sponsored by the National Institutes of Health, the National Science Foundation, the Alfred P. Sloan Foundation and the Ronald E. McNair Program.
(www.sreb.org/programs/dsp/dspindex.asp)

Publications:

SREB-State Doctoral Scholars Program: Making a Difference (2002)

Milestone Graduates — The First 100 (2001)

Doctoral Scholars: Online Directory
(www.sreb.org/programs/dsp/directory/directoryindex.asp)

LEADERSHIP

Leadership Initiative

Gene Bottoms, senior vice president: gene.bottoms@sreb.org
Kathy O'Neill, director: kathy.oneill@sreb.org
Betty Fry, coordinator, higher education leadership: betty.fry@sreb.org
David Hill, coordinator, leadership academies network: david.hill@sreb.org

The **SREB Leadership Initiative** — supported by a $3 million, three-year grant from the Wallace-Reader's Digest Funds — includes a university network of 11 institutions and a state network of six leadership academies. These networks function to assist the redesign of school principal preparation and development.

One of the research studies in progress is a survey study of the quality of field experiences in programs offered by 165 institutions in the 16-state SREB region. A second study examines the progress on four critical redesign indicators with leadership program faculty in 22 institutions.

Following a spring 2003 study group meeting with key state agency leaders, a number of states have expressed interest in forming academies that will implement the SREB framework and target their assistance to those struggling schools just above the lowest performing tier of schools in the states' accountability programs. (www.sreb.org/main/Leadership/leadindex.asp)

Publications:

Are SREB States Making Progress? Tapping, Preparing and Licensing School Leaders Who Can Influence Student Achievement (2002)

Newsletter: Universities in the Lead: Redesigning Leadership Preparation for Student Achievement (2002)

Good Principals Are the Key to Successful Schools: Six Strategies to Get More Good Principals (2002)

Newsletter: Academies in the Lead: Redesigning State Leadership Academies to Work with Leadership Teams from Low-Performing Schools (Summer 2003)

The Quality of Field Experiences in Educational Leadership Programs (Fall 2003)

Are Universities in the SREB States Making Progress In Redesigning School Principals' Preparation? (Fall 2003)

Urban LEAD Districts and Their University Partners

Gene Bottoms, senior vice president: gene.bottoms@sreb.org
Gloria Talley, director: gloria.talley@sreb.org

The **SREB LEAD Initiative** — supported by a $1 million, three-year grant from the Wallace-Reader's Digest Funds — includes a technical assistance effort to 12 urban school districts and their university partners. The effort's goal is to create a redesigned school leadership preparation program that better prepares principals for urban schools by linking leadership to learning.

LEAD districts and their university partners develop a revised leadership preparation program based on SREB's 10 conditions for redesigning leadership preparation programs. SREB assists LEAD districts and their university partners by conducting yearly technical assistance visits involving expert consultants. A written report summarizes what districts are currently doing, what they propose to do and the challenges they face and possible actions for closing the gap between where they currently are and a truly redesigned program. (www.sreb.org/programs/srr/schoolreadiness/schoolindex.asp)

Publications:

Urban Districts in the LEAD: Linking Leadership to Learning (Fall 2003)

Newsletter, first issue (Fall 2003)

Regional Contract Program and Academic Common Market

Dawn Bristo, staff associate: dawn.bristo@sreb.org

The **Regional Contract Program** enables states to share costly programs for health professionals and to postpone — or even avoid — duplicating some of these programs. The Regional Contract Program, which began in the early years of the Southern Regional Education Board, soon was a model for other regional compacts in the United States.

Thanks to the SREB Contract Program, thousands of people in states without schools of dentistry, optometry, osteopathic medicine, podiatry and veterinary medicine have earned degrees at nationally recognized colleges and universities. In the last 10 years alone, more than 17,800 contract spaces have been awarded through the program. The Regional Contract Program benefits states, students and participating institutions:

- States that contract for spaces for their qualified residents avoid the expenses of new programs.
- Students who live in states without programs may enroll in other states' programs.
- States and universities that reserve spaces for other states' students receive outstanding students and per-student subsidies from students' home states. These fees are in addition to tuition and help maintain operations and strengthen programs.

The **Academic Common Market** is another program that multiplies benefits and divides costs by allowing students from participating states to enroll in specialized graduate and undergraduate programs offered by institutions in other SREB states. The students pay in-state tuition and fees. States benefit in several ways. They can increase enrollments with qualified students from other states and can operate more efficiently, especially with these specialized programs that typically do not have large enrollments. States also benefit because they can avoid creating programs that are available to their residents through the Academic Common Market. About 2,000 students are certified each year for the Academic Common Market, making the Common Market's "four-year enrollment" equal to that of many universities.

The **Academic Common Market/*Electronic Campus*** initiative combines the tuition benefits of the Academic Common Market with the distance-learning capacity of the *Electronic Campus*. The initiative makes selected distance-learning programs available at in-state tuition rates. (www.sreb.org/programs/acm/acmindex.asp)

Council on Collegiate Education for Nursing

Eula Aiken, executive director: eula.aiken@sreb.org

The SREB **Council on Collegiate Education for Nursing** is the only regional organization for nurse educators in the nation. Its mission is to strengthen nursing education and nursing research in colleges and universities in the SREB states.

More than 150 administrators of nursing education programs in SREB states attended the annual meeting in Atlanta. Its theme was "Nursing Faculty Shortage: Long-term Solutions and Short-term Strategies." Speakers described activities to retain and recruit talented faculty and discussed short-term strategies to meet the immediate need for nursing faculty.

The SREB states are experiencing a major shortage of qualified nurse educators. The 2001 and 2002 SREB regional surveys confirm the existing shortages and reveal shortages to be expected in the next decade as more faculty retire or assume roles in practice settings. Both studies show that graduate programs are not producing a sufficient number of graduates to meet the demand for faculty in SREB states.

The council's strategic plan for 2002-2006 focuses on:

- Recruitment and development of faculty.
- Needed curriculum changes to ensure preparation of graduates with the knowledge required for safe and effective practice.
- Use of existing resources wisely in new and creative ways.
- Collaboration and partnerships across institutional and state boundaries.
- Health disparities and access to quality health care.
- Active participation in setting health policy at state and regional levels.

Current initiatives are:

- Development of core Web-based courses for undergraduate programs. This is a method that may ease problems facing nursing education units in this region.
- Collaboration with the SREB *Electronic Campus* to develop a portal for nursing education and an online curriculum to prepare educators. The online curriculum will build upon the expected competencies that were validated in the council's 2002 study.
- Collaboration with the Center for Health Policy, Research and Ethics at George Mason University and the Lewin Group to study the economic impact of the shortage of registered nurses. A shortage is not simply an issue for hospitals and nurses. It has regional implications for economic development and a community's quality of life.
(www.sreb.org/programs/Nursing/nursingindex.asp)

Publications:

Nurse Educator Competencies (2002)

2002 SREB Survey Highlights and State by State Results (2002)

Members of the Board

Governor Ronnie Musgrove, *Chairman*
President Paul E. Stanton Jr., East Tennessee State University, *Vice Chairman*
Representative Jodie Mahony, *Treasurer*

Alabama

	Bob Riley, *Governor*	2007
	H. Mac Gipson Jr., *State Representative*	2005
	Paul R. Hubbert, *Executive Secretary,* Alabama Education Association	2003
	Ed Richardson, *State Superintendent of Education*	2004
†	Charlie D. Waldrep, Gorham & Waldrep, P.C.	2006

Arkansas

†	Mike Huckabee, *Governor*	2007
	JoNell Caldwell, *Vice Chair,* Arkansas State Board of Education	2005
	Lawrence A. Davis Jr., *Chancellor,* University of Arkansas at Pine Bluff	2003
	Steve Franks, *Director,* Arkansas Department of Workforce Education	2006
† *	Jodie Mahony, *State Representative*	2004

Delaware

	Ruth Ann Minner, *Governor*	2005
	Mary B. Graham, *Member,* Delaware State Board of Education	2003
	Patrick E. Savini, *Director of Support Services,* Sussex County Vo-Tech School District	2004
	David P. Sokola, *State Senator*	2002
†	Valerie A. Woodruff, *Secretary of Education*	2005

Florida

	Jeb Bush, *Governor*	2007
	Rafael L. Arza, *State Representative*	2006
	Dorsey C. Miller, Parkland	2005
	Susan Sailor, *Vice Principal,* Keystone Heights Junior/Senior High School	2003
†	John L. Winn, *Deputy Commissioner for Accountability, Research and Measurement,* Florida Department of Education	2004

Georgia

	Sonny Perdue, *Governor*	2007
	Michael F. Adams, *President,* University of Georgia	2003
†	Kathy B. Ashe, *State Representative*	2006
	Paul C. Broun, Bogart	2004
†	Thomas C. Meredith, *Chancellor,* University System of Georgia	2005

Kentucky

	Paul E. Patton, *Governor*	2003
†	Edward S. Ford, *Chief Operating Officer,* Governor's Executive Cabinet	2006
	David K. Karem, *State Senator*	2003
	Gary A. Ransdell, *President,* Western Kentucky University	2004
	Gene Wilhoit, *Commissioner of Education*	2005

Louisiana

	Mike Foster Jr., *Governor*	2004
†	Sally Clausen, *President,* University of Louisiana System	2006
†	Cecil J. Picard, *State Superintendent of Education*	2003
	E. Joseph Savoie, *Commissioner of Higher Education,* Louisiana Board of Regents	2004
	Francis C. Thompson, *State Representative*	2005

Maryland

	Robert L. Ehrlich Jr., *Governor*	2007
†	Arthur Dorman, Beltsville	2006
	Henry B. Heller, *State Delegate*	2003
	Karen R. Johnson, *Secretary of Higher Education,* Maryland Higher Education Commission	2005
	William E. Kirwan, *Chancellor,* University System of Maryland	2004

Mississippi

†	Ronnie Musgrove, *Governor*	2004
	Charles W. Capps Jr., *State Representative*	2004
	Vivian Taylor, *Director of Teacher Education and Professor,* Jackson State University	2006
	Andrew P. Mullins Jr., *Executive Assistant to the Chancellor,* University of Mississippi	2005
	Charlie Smith, *State Representative*	2003

North Carolina

	Michael F. Easley, *Governor*	2005
	Walter H. Dalton, *State Senator*	2004
	Stanley H. Fox, *State Representative*	2005
† *	Howard N. Lee, *Chairman*, North Carolina State Board of Education	2003
	William R. McNeal, *Superintendent*, Wake County Public School System	2006

Oklahoma

	Brad Henry, *Governor*	2007
	Judith Coe, *Dean*, College of Education, University of Central Oklahoma	2005
	Carolyn Coleman, *State Representative*	2004
† *	Floyd L. Coppedge, *Professor of Education*, College of Education, Oklahoma Christian University	2003
	Joan Greenwood, *State Representative*	2006

South Carolina

	Mark Sanford, *Governor*	2007
	Ronald R. Ingle, *President*, Coastal Carolina University	2004
	Nikki G. Setzler, *State Senator*	2005
†	Inez Moore Tenenbaum, *State Superintendent of Education*	2006
	Ronald P. Townsend, *State Representative*	2003

Tennessee

	Phil Bredesen, *Governor*	2007
	Peaches G. Blank, Nashville	2003
	Lois M. DeBerry, *Speaker Pro Tempore of the House*	2006
† *	Paul E. Stanton Jr., *President*, East Tennessee State University	2005
	Andy Womack, Murfreesboro	2004

Texas

	Rick Perry, *Governor*	2007
	Teel Bivins, *State Senator*	2005
	Dianne Delisi, *State Representative*	2003
†	Kent Grusendorf, *State Representative*	2004
	Shirley J. Neeley, *Superintendent of Schools*, Galena Park Independent School District	2006

Virginia

†	Mark R. Warner, *Governor*	2006
	John H. Chichester, *President Pro Tempore of the Senate*	2006
	Donald W. Jones, *Director of Minority Procurement Programs*, University of Virginia	2004
	Demaris H. Miller, McLean	2005
	Kirk T. Schroder, LeClair Ryan, P.C.	2003

West Virginia

	Bob Wise, *Governor*	2005
	Jay Cole, *Deputy Secretary for Education and the Arts*	2005
† *	Lloyd Jackson, *Member*, West Virginia State Board of Education	2004
	Jerry L. Mezzatesta, *State Delegate*	2002
	Roman W. Prezioso Jr., *State Senator*	2003

† *Executive Committee member* — The Executive Committee has full power to act between Board meetings. It is composed of one board member from each state and several from the region at large.

* *Finance Committee member* — The Finance Committee, a subcommittee of the Executive Committee, prepares an annual budget and presents it and other financial policy matters to the Executive Committee.

Legislative Advisory Council

Ronald P. Townsend, *Chairman*
Jack Hill, *Vice Chairman*

Jim Argue, *State Senator,*
Little Rock, Arkansas

Rafael Arza, *State Representative,*
Hialeah, Florida

Kathy B. Ashe, *State Representative,*
Atlanta, Georgia

Ben Atchley, *State Senator,*
Knoxville, Tennessee

Joe Barrows, *State Representative,*
Versailles, Kentucky

Teel Bivins, *State Senator,*
Amarillo, Texas

Dan Boren, *State Representative,*
Seminole, Oklahoma

Hob Bryan, *State Senator,*
Amory, Mississippi

Charles W. Capps Jr., *State Representative,*
Cleveland, Mississippi

John H. Chichester, *President Pro Tempore of the Senate,* Fredericksburg, Virginia

Carolyn S. Coleman, *State Representative,*
Moore, Oklahoma

Carl N. Crane, *State Representative,*
Baton Rouge, Louisiana

Walter H. Dalton, *State Senator,*
Rutherfordton, North Carolina

L. Karen Darner, *State Delegate,*
Arlington, Virginia

Eugene E. Davidson, *State Representative,*
Springfield, Tennessee

Lois M. DeBerry, *Speaker Pro Tempore of the House,* Memphis, Tennessee

Dianne White Delisi, *State Representative,*
Temple, Texas

Larry Dixon, *State Senator,*
Montgomery, Alabama

Vivian Davis Figures, *State Senator,*
Mobile, Alabama

Stanley H. Fox, *State Representative,*
Oxford, North Carolina

H. Mac Gipson Jr., *State Representative,*
Prattville, Alabama

Jack Gordon, *State Senator,*
Okolona, Mississippi

Mary Beth Green, *State Representative,*
Van Buren, Arkansas

Joan Greenwood, *State Representative,*
Moore, Oklahoma

Kent Grusendorf, *State Representative,*
Arlington, Texas

David M. Haak, *State Representative,*
Texarkana, Arkansas

Henry B. Heller, *State Delegate,*
Rockville, Maryland

Jack Hill, *State Senator,*
Reidsville, Georgia

William A. Jones, *State Senator,*
Ruston, Louisiana

David K. Karem, *State Senator,*
Louisville, Kentucky

Jodie Mahony, *State Representative,*
El Dorado, Arkansas

John W. Matthews Jr., *State Senator,*
Bowman, South Carolina

Jerry L. Mezzatesta, *State Delegate,*
Romney, West Virginia

Kevin Penix, *State Representative,*
Fort Smith, Arkansas

DuBose Porter, *Speaker Pro Tempore of the House,* Dublin, Georgia

Roman W. Prezioso Jr., *State Senator,*
Fairmont, West Virginia

Jody Richards, *Speaker of the House,*
Bowling Green, Kentucky

Joe R. Salter, *State Representative,*
Florien, Louisiana

Nikki G. Setzler, *State Senator,*
West Columbia, South Carolina

Charlie Smith, *State Representative,*
Eupora, Mississippi

David P. Sokola, *State Senator,*
Newark, Delaware

Gerald Theunissen, *State Senator,*
Jennings, Louisiana

Francis C. Thompson, *State Representative,*
Delhi, Louisiana

Ronald P. Townsend, *State Representative,*
Anderson, South Carolina

Stephanie A. Ulbrich, *State Representative,*
Newark, Delaware

Debbie Wasserman Schultz, *State Senator,*
Weston, Florida

Kathleen Wilcoxson, *State Senator,*
Oklahoma City, Oklahoma

Penny Williams, *State Senator,*
Tulsa, Oklahoma

SREB Staff

Mark Musick, *President*

Ansley A. Abraham, *Director,* Doctoral Scholars Program

Eula Aiken, *Nursing Programs Director* and *Executive Director of the Council on Collegiate Education for Nursing*

Gail Anderson, *Coordinator of National Summer Staff Development, High Schools That Work*

Beth Andrews, *Assistant to the Senior Vice President,* School Improvement and Leadership

Heather Andrews, *Research Assistant,* Educational Policies

Karen Anthony, *Research Associate, High Schools That Work*

Jim Ashby, *Mailroom/Office Clerk*

Tricia Avery, *Director,* Human Resources

Katie Banks, *Receptionist/Switchboard Operator*

Robert Belle, *Director,* SREB-AGEP Doctoral Scholars Program

Heather Boggs, *School Improvement Consultant, High Schools That Work*

Barbara Bohanon, *Assistant to the Director of Finance and Facilities*

Gene Bottoms, *Senior Vice President*

Tom Bradbury, *Vice President for Communications*

Jamila Brady, *Administrative Assistant, High Schools That Work*

Michelle Bright, *Administrative Assistant,* Making Schools Work

Dawn Bristo, *Staff Associate for Regional Contract Programs*

Gay Burden, *School Improvement Consultant, High Schools That Work*

Kathleen Carpenter, *Director,* Making Middle Grades Work

Bruce Chaloux, *Director, Electronic Campus*

Barbara Channell, *Accounting Manager*

Benjamin Cheaves, *Administrative Assistant,* Distance Learning Policy Laboratory/*Electronic Campus*

James F. Clark, *Special Assistant to the Senior Vice President*

Sondra Cooney, *Special Consultant,* Making Middle Grades Work

Lynn M. Cornett, *Senior Vice President*

Kristie Covington, *Administrative Assistant, High Schools That Work*

David R. Denton, *Director,* School Readiness, Reading and Health Affairs

Tony Dobbins, *Project Manager, High Schools That Work Contracted Services*

Linda Dove, *School Improvement Consultant, High Schools That Work*

Catherine L. Dunham, *Director,* Assessment for High Schools and Middle Grades

Karen Faircloth, *School Improvement Consultant,* Making Middle Grades Work

Caro Feagin, *Director,* Making Schools Work

Steve Fennell, *Information Technology Assistant*

Deborah Fite, *Coordinator,* Leadership Development

Crystal Flowers, *Administrative Assistant,* Leadership Initiative

Susan Fowler, *Assistant to the Senior Vice President,* Educational Policies

Betty Fry-Ahearn, *Coordinator,* Higher Education Leadership Initiative

Gale F. Gaines, *Director,* Legislative Services

Debra Garmon, *Assistant Director for Doctoral Scholar Services*

Susan Gottfried, *School Improvement Consultant, High Schools That Work*

Dianne Griffin, *Staff Associate,* Educational Technology

Lingling Han, *Director of Data Analysis and Management for School Improvement*

Betty Harbin, *School Improvement Consultant,* Making Schools Work

Carolyn Helm, *Director,* Project Lead the Way, Pre-engineering Curriculum Project

Susan Henson, *Director,* Technical Assistance and State Liaison

David Hill, *Coordinator,* State Leadership Academy Network

Linda Holly, *Assistant to the Vice President*

Jenn Holmes, *Graphic Designer and Editorial Assistant*

SREB Staff (continued)

Walter Jacobs, *Senior Consultant,* Doctoral Scholars Program

Andrea Jacobson, *Research Associate,* Leadership Initiative

Anna Johnston, *Staff Development Assistant*

Frank Johnston, *Information Technology Assistant*

Leticia Jones, *Production Manager*

Betty Jo Jordan, *Director, Urban High Schools That Work Network*

Lisa Jordan, *Information Technology Assistant*

Gary Keller, *School Improvement Consultant, High Schools That Work*

Fay Kline, *School Improvement Consultant, High Schools That Work*

Melissa Koran, *Administrative Assistant,* Making Middle Grades Work

J.J. Kwashnak, *Director,* Information Technology

Mary Larson, *Coordinator of Program Services, Electronic Campus*

Binta Lewis, *Human Resources Specialist*

Joan Lord, *Director,* Educational Policies

Marie Loverde, *Research Assistant,* Data Services

Lonisa Marina, *Administrative Assistant, Urban High Schools That Work Network*

Joseph L. Marks, *Director,* Data Services

Kenneth Mason, *School Improvement Consultant, High Schools That Work*

J.B. Mathews, *Senior Technology Policy Adviser*

Claudine McCrary, *Publications Assistant*

Dexter Mills, *School Improvement Consultant,* Making Schools Work

James R. Mingle, *Director,* Distance Learning Policy Laboratory

Charles W. Montgomery, *Accountant*

Bob Moore, *School Improvement Consultant,* Making Schools Work

Barbara Moore, *Assistant Director,* Making Middle Grades Work

Traci Muller, *Writer/Editor, High Schools That Work*

Renee Murray, *School Improvement Consultant,* Making Schools Work

Mary Myers, *Director of Publications for School Improvement*

Kathy O'Neill, *Director,* SREB Leadership Initiative

Rose Partridge, *Receptionist/Switchboard Operator*

Alice E. Presson, *Director of Research, High Schools That Work*

Amy L. Schneider, *Publications and Web Page Editor*

Christy Shepherd, *Writer/Editor for School Improvement*

Janie Smith, *Director of Staff Development,* Making Schools Work

Steve Smith, *School Improvement Consultant, High Schools That Work*

Susan Smith, *Office Services Coordinator*

Russell Steel Jr., *Director of Finances and Facilities*

Jinan Sumler, *School Improvement Consultant, High Schools That Work*

John Swisshelm, *Information Technology Assistant*

Gloria Talley, *Director,* LEAD Initiative

Joyce Tallman, *Assistant to the President*

William R. Thomas, *Director,* Educational Technology

Scott Warren, *Director, High Schools That Work Contracted Services*

James Watts, *Vice President for State Services*

June Weis, *Research Assistant,* Educational Technology

Trakia Willis, *Institute and Grants Coordinator,* Doctoral Scholars Program

Erica Young, *Educational Technology Assistant*

Each year, the Southern Regional Education Board is audited by an independent auditor. The audit report is mailed to board members and made available to others.

To receive a copy of the audit report, please write or call:

Russell M. Steel Jr.
Director of Finance and Facilities
Southern Regional Education Board
592 10th St. N.W.
Atlanta, GA 30318-5790

Or call (404) 875-9211, Ext. 257.

23

Southern Regional Education Board
592 10th St. N.W.
Atlanta, GA 30318-5790
(404) 875-9211
www.sreb.org

(03E08)

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").